



Syllabus

EDC 370: Student Health and Safety

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Office Hours (Tyler 103):
Tuesday: 2:30 – 5:30 PM
Wednesday: 8:00 – Noon and 3:00 – 4:30 PM
Thurs. 8:00 – 10:00 AM
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Course Description

This course focuses on the recognition of issues that obstruct student learning, and on referral to appropriate services. Teachers must help ensure a healthy and safe learning environment. Topics to be studied are classroom safety, communicable diseases, drug abuse, first aid, nutritional deficiencies, physical and emotional abuse, psychological disorders and school violence. Prerequisite: admission to the teacher education program or permission of instructor

Rationale

Research has shown that students who are consistently cared for and supported by their teachers, are more academically and socially successful. Since psychological and physical health concerns may disrupt a student's learning, it is crucial that a teacher be given information about these health concerns. This knowledge and understanding enable the teacher to achieve a high level of care and support for his/her students.

Applicable Montana PEPP Standards:

10.58.508

- (a) Demonstrate knowledge and understanding and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- Establish productive relationships with parents/guardians and school colleagues to support student growth and well-being.
- (c) Plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community.
- (c) (i) Demonstrate understanding of how students within different populations, including Montana American Indians, differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners.

- (c) (ii) Demonstrate understanding of and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills, including the appropriate use of current and emerging technologies.
- (c) (iii) Apply knowledge and understanding of individual and group motivation and behavior among students to develop active engagement in learning, self-motivation, and positive interaction and to create supportive learning environments.
- (c) (iv) Apply knowledge and understanding of effective verbal, nonverbal, and electronic communication techniques to develop inquiry, collaboration, and supportive interaction
- (d) Demonstrate knowledge and understanding of and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student.

10.58.520

- (z) Demonstrate strategies to become an advocate in the school and community to promote a variety of health-enhancing opportunities.
- (aa) Participate in the professional health education and physical education community (e.g., school, district, state, and national) and within the broader education field.
- (ab) Identify, seek, and utilize community resources to promote health enhancing opportunities.

Standards Based Course Goals and Learner Outcomes

- Demonstrate knowledge of how health / safety issues impact learning and teaching
- Recognize signs and symptoms indicating possible health / safety concerns
- Describe a protocol for each health / safety concern that advocates for the affected student while protecting their confidentiality
- Demonstrate the ability to research possible community resources and/or programs available to the student, family, and teacher
- Demonstrate knowledge of the Safe Schools Initiative

Academic Responsibilities and Accountability

This syllabus represents a learning contract. Your success in the course is dependent upon successful completion of course requirements, assignments, and tasks while maintaining high standards of academic integrity as described in the college catalog on pages 41 - 42. Please review and familiarize yourself with this material.

Assignments:

Four Fact Sheets (15 pts each)	60 points
Youth Risk Behavior Survey	15 points
Interview with School Counselor	15 points
<u>Summary Paper</u>	<u>10 points</u>
Total	100 points

Completing Assignments

- Carefully review the assignments and deadlines
- Complete each assignment in clear, thoughtful, and well-written responses
- Submit the assignment on Moodle in any of the following formats: Word (.doc) or as a .PDF
- This is a self-paced course; you may submit assignments anytime prior to the deadline
- All assignments are due on [Wednesday's at 2:00 PM](#)

Assignment Due Dates

- [Fact Sheet 1: Wednesday, 1/23/2013 at 2:00 PM](#)
- [Fact Sheet 2: Wednesday, 2/6/2013 at 2:00 PM](#)
- [Fact Sheet 3: Wednesday, 2/20/2013 at 2:00 PM](#)
- [Fact Sheet 4: Wednesday, 3/13/2013 at 2:00 PM](#)
- [Youth Risk Survey: Wednesday, 3/27/2013 at 2:00 PM](#)
- [Counselor Interview: Wednesday, 4/10/2013 at 2:00 PM](#)
- [Summary Paper: Wednesday, 4/17/2013 at 2:00 PM](#)

PLEASE NOTE: LATE PROJECTS ARE NOT ACCEPTED

Fact Sheet 1 - Drugs and Alcohol

Objective

Through reading information about specific drug and alcohol related chemicals, the students will be able to learn the signs and symptoms of drug and alcohol abuse and gain an understanding of available resources and appropriate actions.

Task

Download and review the following information and packets and complete the assignment

Research Materials and Links

- ✓ Drugs and the Teenage Brain
- ✓ Science of Addiction
- ✓ Marijuana
- ✓ Steroids
- ✓ Methamphetamines

Complete the Following:

1. Problem Introduction: Introduce the problems that drugs and alcohol pose for students
2. Relevant Facts: List 10-15 facts that relate to this topic in a bulleted list.
3. Implications: In light of this information, describe what course of action you will take when confronting these issues as a teacher
4. Community Resources: Research and list five resources to which you can refer students

Fact Sheet 2 - School Violence

Objective

To become familiar with the Safe Schools Initiative, understand the warning signs of school violence, and to research a school's emergency procedures/crisis procedures.

Task

Read through the following information and packets and complete the assignment

Research Materials and Links

- ✓ Secret Service Final Report
- ✓ Threat Assessment
- ✓ Early Warning Signs

Complete the Following:

1. Problem Introduction: Introduce the problems that violence poses for students
2. Relevant Facts: List 10-15 facts that relate to this topic in a bulleted list.

3. Implications: In light of this information, describe what course of action you will take when confronting these issues as a teacher
4. Prevention: Based on your new knowledge on this topic, in your opinion, describe how school violence could be prevented in schools today.

Fact Sheet 3 – Abuse

Objective

Through reading information about abuse, the students will be able to learn the signs and symptoms of abuse, and gain an understanding of available resources and appropriate actions.

Task

Research the following information and websites and complete the assignment

Research Materials and Links

- ✓ Child Abuse 1: <https://www.childwelfare.gov/can/>
- ✓ Child Abuse 2: <http://www.preventchildabuse.com/abuse.shtml>
- ✓ Child Abuse 3: <http://www.safechild.org/new/educators-2/safe-child-program-prevention-of-child-abuse/>

Complete the Following:

1. Problem Introduction: Review the websites, define abuse, describe the types of abuse, and the summarize the implications for your students
2. Relevant Facts: List 10-15 facts that relate to this topic in a bulleted list.
3. Implications: In light of this information, describe what course of action you will take when confronting these issues as a teacher
4. Reporting: Visit this website:
https://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm
Describe your responsibilities and the steps you need to take to report abuse

Fact Sheet 4 – Bullying

Objective

Through reading information about bullying, the students will be able to learn the signs and bullying and gain an understanding of available resources and appropriate actions.

Task

Research this topic and complete the assignment

Research Materials and Links

Review two web sites or articles that address the topic of school bullying. Make sure to provide citations where appropriate. <http://www.safechild.org/new/educators-2/bully-prevention/> is a good place to start.

Complete the Following:

1. Problem Introduction: Introduce the problem and describe bullying behaviors. Who are the targets of bullying and why are they susceptible?

2. Relevant Facts: List 10-15 facts that relate to this topic in a bulleted list.
3. Implications: In light of this information, describe what course of action you will take when confronting these issues as a teacher. What is your role in helping the person being bullied as well as your role in talking with the bully?

Youth Risk Behavior Survey

<http://opi.mt.gov/Reports&Data/YRBS.html>

Review the 2011 Youth Risk Behavior Survey and answer the following:

- ✓ When is the Youth Risk Behavior Survey given? Who gives the Survey? Who takes the Survey?
- ✓ What is the purpose of The Youth Risk Behavior Survey?
- ✓ Is the percent of students riding in a car driven by someone who has been drinking higher or lower in 2011 as compared to previous years? Why?
- ✓ What is the percent of students threatened or injured with a weapon on school property? Is this percentage surprising? Explain your answer using information from the report.
- ✓ What trends do you notice in student depression and suicide?
- ✓ What is the trend on "current" smoking by youths? Why do you feel this trend is occurring?
- ✓ Compare student data on "Ever tried cigarette smoking." What do you notice and what are your thoughts on this?
- ✓ What is the percent of students who tried alcohol before they were 13? Is this percent increasing or decreasing over the years? Why?
- ✓ Does the 39% of students trying marijuana surprise you?
- ✓ What connections/trends do you notice between alcohol and drug/inhalants/etc?
- ✓ Regarding percentages on sexual behaviors, what surprises or concerns you?
- ✓ As a future teacher, how will this information impact your decision-making?
- ✓ What are some ideas you have about your future role as a teacher in classrooms with these students?

Review the Montana 7-8 grade student data and answer the following:

- ✓ What trends do you notice? What surprises or concerns you?
- ✓ Compare the data between 7-8 graders and high school students. What trends do you notice and what trends surprise or concern you?
- ✓ In your opinion, what can be done that is not being done to decrease these risk behaviors?

Review the Native American students data and answer the following:

- ✓ What trends do you notice and what trends surprises or concerns you?
- ✓ Compare the data of all three sources and make a list of ten connections/ trends you see happening with youth today.

Counselor Interview

Visit <http://www.billingsschools.org/> and click on "Our Schools" at the top of the page. Look at the tabs on the left, find a school, and click on that school's website link. Find a link for the faculty/staff and pick a counselor at any grade level. Contact them by phone, a letter, or email, asking to set up and appointment for a 10 – 20 minute interview. Sample text for your email or letter is illustrated below:

"Dear _____

I'm an education student at Rocky Mountain College and have been asked to conduct a short interview with a school counselor. I'm (writing / calling) to ask if I may interview you for this assignment. The interview will take approximately 10 – 20 minutes. Please let me know when would be most convenient for you. My phone number and email are _____.

Sincerely,
_____ "

If you call and the counselor is busy, ask the administrative assistant what time is best to call. Contact them again if they haven't responded in a few days. If they still haven't responded, contact another counselor. Counselors are quite busy; don't take it personally if you don't get a quick response. Be persistent, but patient and understanding. You may go to the interview with a classmate.

Interview Guidelines

- Be prompt, polite, and appreciative
- Dress professionally
- Check in at the school office when you arrive
- Ask them about their role as a school counselor in the context of the topics you have reviewed in this course
- Ask them questions that you may have about their role and how they interact with teachers
- Have questions prepared that address your own personal remaining questions

ASSIGNMENT:

After the interview is complete, write a one-page reflection paper on what you learned, and how you see yourself interacting with school counselors in the future.

Summary Paper

Write a one-page paper summarizing the most important things you have learned from this course and how will you apply this knowledge as a teacher.